

# Texas Education Agency Standard Application System (SAS)

<b>2017–2018 Perkins Reserve Grant</b>		
<b>Program authority:</b>	Title I, Part A, Carl D. Perkins Career and Technical Education Act of 2006, Public Law 109-270, Section 112(a)(1)	<b>FOR TEA USE ONLY</b> Write NOGA ID here:
<b>Grant Period:</b>	November 13, 2017, to August 31, 2018	
<b>Application deadline:</b>	5:00 p.m. Central Time, September 26, 2017	Place date stamp here
<b>Submittal information:</b>	<p>One original and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p>	<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> <b>RECEIVED</b>  <b>TEXAS EDUCATION AGENCY</b>  <b>DOCUMENT CONTROL CENTER</b>  <b>GRANTS ADMINISTRATION</b> </div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);"> <b>2017 SEP 25 PM 2:17</b> </div>
<b>Contact information:</b>	Diane Salazar: <a href="mailto:diane.salazar@tea.texas.gov">diane.salazar@tea.texas.gov</a> ; (512) 936-6060	


## Schedule #1—General Information

<b>Part 1: Applicant Information</b>				
Newcastle ISD	County-District #		Amendment #	
NISD	252902			
Vendor ID #	ESC Region #			
756002136	9			
Mailing address		City	State	ZIP Code
500 Washington		Newcastle	TX	76372-3507
<b>Primary Contact</b>				
First name	M.I.	Last name	Title	
Ty	S.	Spitzer	Superintendent	
Telephone #	Email address		FAX #	
940-846-3531	tspitzer@newcastleisd.net		940-846-3452	
<b>Secondary Contact</b>				
First name	M.I.	Last name	Title	
Mac		Hewlett	Grant Director	
Telephone #	Email address		FAX #	
940-452-0459	kmh@rocketmail.com		940-846-3452	
<b>Part 2: Certification and Incorporation</b>				

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

### Authorized Official:

First name	M.I.	Last name	Title
Ty	S.	Spitzer	Superintendent
Telephone #	Email address		FAX #
940-846-3531	tspitzer@newcastleisd.net		940-846-3452
Signature (blue ink preferred)		Date signed	


09/20/17

Only the legally responsible party may sign this application.

### Schedule #1—General Information

County-district number or vendor ID: 756002136

Amendment # (for amendments only):

#### Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 756002136

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

X	Acceptance and Compliance
X	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
x	I certify my acceptance of and compliance with the program guidelines for this grant.
X	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
X	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 756002136

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**

X I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurances that they will continue to meet all Statutory Requirements as outlined in their 2017–2018 Perkins Formula Grant incorporated by reference.
4.	The applicant assures that its ability is to meet the 20% match requirement.
5.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that the curriculum they develop will be appropriately aligned to marketable skills in the identified high-demand occupations. It may include industry recognized credentialing as part of the degree plan.
6.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that the development and implementation of industry experiences, including mentorship programs, internships, externships, and/or apprenticeship, will expose students to applied learning and real-world work activities in the identified high-demand occupation(s).
7.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that, within 90 days of the grant start, awarded applicants will submit a Memorandum of Understanding (MOU) detailing the relationship between the dual credit partner, the LEA, and business and industry partner(s).

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**Schedule #4—Request for Amendment**

County-district number or vendor ID: 756002136

Amendment # (for amendments only):

**Part 1: Submitting an Amendment**

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

**Part 2: When an Amendment Is Required**

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

**Part 3: Revised Budget**

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total costs:		\$	\$	\$	\$

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**Schedule #4—Request for Amendment (cont.)**

County-district number or vendor ID: 756002136

Amendment # (for amendments only):

**Part 4: Amendment Justification**

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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### Schedule #5—Program Executive Summary

County-district number or vendor ID: 756002136

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Indicate the Focus Area for which you are applying. **Only one Focus Area may be selected per application, limit of two applications per LEA** (see Program Guidelines pages 8 and 11 for more information on eligibility requirements for each of the Focus Areas).

**X Focus Area 1: Pathway Hubs, Rural Schools**

☐ Focus Area 2: Pathway Hubs, Career Center Partnerships

☐ Focus Area 3: CTE Career Cluster

☐ Focus Area 4: Testing Site/Licensed Instructor

Newcastle ISD will create a "real world" nonprofit welding shop on the high school campus, based in the Vocational Agriculture shop. Students enrolled in welding courses will be the labor force for the welding shop. The Perkins Reserve Grant will be critical in funding three capital outlay pieces of equipment. The three new pieces of equipment will include a plasma cutting table, an industrial metal press, and a portable trailer-mounted welding system. Procurement of this equipment will enable the NISD welding shop to compete with any welding shop currently operating in Young County.

The skills and duties of the NISD High School welding shop will parallel those operations currently offered by approximately six private enterprise welding shops currently operating in Young County. Every community member will be invited to contact the shop with requests for cutting and welding service. Work orders will be written and executed. Students, under the direction of their teacher, will furnish cost estimates to community members and an estimated time frame for job completion. The portable trailer-mounted system will afford student welders the opportunity of mobility, but with the limitation of forty-five minute class periods, these welders will remain based on campus. For the students welding using the portable trailer system, those jobs will be performed in a parking lot adjacent to the high school welding shop. Using this approach, students will have real world experience as it relates to a welding shop on wheels.

The daily operations of the student welding shop will be as follows. The Ag Science teacher and/or the grant director will intake jobs to be performed for the community. The job cost will be quoted along with a time estimate for job completion. If the job is accepted by the ag shop and the community member, the job will be placed in line. The new job will either be a metal repair or a new creation (utility trailer, cattle guard, metal tubing gate, etc.). For a repair job, a (before) digital picture will be taken. When the job is complete, a finished (after) photo will be taken. When the job is finished, the customer will be contacted to pay only for the supplies used (welding rods, oxy-acetyline gas, metal pieces needed to perform the job). The digital photographs will serve these purposes: (1.) a visual inventory of the total number of jobs completed, (2.) a visual record of the increased skills demonstrated by students as the school year progresses, (3) a photo album complete with a picture of every metal trade job performed, (2.) future newspaper advertising will be complemented by photos of the completed projects, (4.) a recruitment tool for NISD high school students having an interest in the metal trades industry (5.) press releases will be sent to the local newspapers to further document the implementation of the Perkins Reserve Grant. It will be rare, but the students welders may have jobs requested above their skill level. When this occurs, a seven-member partnership with local private enterprise welders will occur. The community member will be handed a list of local welders along with addresses and phone numbers. If the community member is willing, he or she will be asked to contact the high school shop with the name of the shop used. The retail shop owner will be contacted by the school. With the permission of the retail welding shop, students will travel to the shop, with a teacher or sponsor, to witness how the advanced welding skills were performed.

As the year progresses, students will obtain critical skills needed to pass industry tests for cutting and welding. As a student qualifies, he or she can be tested by the teacher. The student's teacher is certified to test for these certificates: AWS D 1.1 Certificate, AWS D 9.1 Certificate, Private Pesticide Applicator Certificate.

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**Schedule #5—Program Executive Summary (cont.)**

County-district number or vendor ID: 756002136

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The Newcastle district is surrounded by capstone industrial corporations, demanding high demand skills in manufacturing and industry. These sites are Southern Bleacher, Air Tractor Aircraft, and Tower Extrusion. As this grant is being written, the NISD grant team is collaborating with these three industry giants. The following types of student hands-on experiences under discussion are: industry job site tours, student internships, and job shadowing.

The NISD Board of Trustees is striving to provide a 1:1 ratio of a computer for each student. Currently NISD has provided every student in grades 6-12 access to his or her own Chromebook. Grant funds will enable the purchase of ten Chrome Boxes at a total cost of \$1500 dollars or less. Chrome Boxes have the capability of converting a repurposed desktop computer or monitor into a powerful browser for student job searches. Grant funds will also provide one additional career-search computer in the counselors office. The computer will give every student in grades K-12 the opportunity to have access to a computer for career research and printing. Additionally, parents will be invited to perform job searches and print findings on these computers at any time during the school day. One outstanding career website to be recommended is *TexasCareerCheck.com*. Texas Career Check is a product of the Texas Workforce Commission. This site will instantly provide students information on the top 25 high-demand, top-salaried careers for our region, Region 3, north Texas. This computer will serve as a piece of the new NISD Campus Center for Career Search.

Student tours and exploration of job sites will be possible using grant funds for students to travel to junior colleges in our region. Students interested in two-year associate degrees will have to opportunity to visit college campuses and inquire about degrees in nursing and other paramedical degrees, welding, computer technology, electrical technicians, HVAC courses, and many others. The grant will fund five NISD students traveling to Texas Woman's industry for a five-day, five-night summer camp. The fee for each of the three students is \$300. This fee covers travel, room and board, and nursing supplies and materials for each student (stethoscopes, blood pressure cuffs, thermometers).

NISD will also host an evening meal provided by grant funds. Every parent or guardian will be invited to attend. Following the meal, the NISD grant team will have the opportunity to explain to parents how the Perkins Reserved Grant is being implemented. Parents will be pre-surveyed concerning their thoughts regarding future careers for their children. Parents will also be oriented on the many varied career choices available to each student, for both traditional and nontraditional fields of study. In May of 2018, parents will be post-surveyed to determine how job exploration for their students has progressed throughout the 2017-2018 school year.

NISD has an inter-local agreement with Ranger College for dual credit. This program is monitored closely. Ranger College makes it possible for our students to earn sixty (60) hours of college credits. A NISD student can actually graduate from Newcastle High School with a high school diploma from the district and an Associate's degree awarded by Ranger College. College level courses include: College Algebra, Statistics, Calculus, Trigonometry, Physics, Biology and English.

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By TEA staff person:



**Schedule #6—Program Budget Summary**

County-district number or vendor ID: 756002136

Amendment # (for amendments only):

Program authority: Title I, Carl D. Perkins Career and Technical Education Act of 2006, P. L. 109-270, Sec. 112 (a)(1)

Grant period: November 13, 2017, to August 31, 2018

Fund code: 244

**Budget Summary**

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	Match
Schedule #7	Payroll Costs (6100)	6100	\$13200	\$0	\$13200	\$6600
Schedule #8	Professional and Contracted Services (6200)	6200	\$0	\$0	\$0	\$0
Schedule #9	Supplies and Materials (6300)	6300	\$2550	\$0	\$2550	\$0
Schedule #10	Other Operating Costs (6400)	6400	\$1500	\$0	\$1500	\$0
Schedule #11	Capital Outlay (6600)	6600	\$57750	\$0	\$57750	\$8400
Grand total of budgeted costs (add all entries in each column):			<b>\$75000</b>	<b>\$0</b>	<b>\$75000</b>	<b>\$15000</b>

**Administrative Cost Calculation**

Enter the total grant amount requested:	\$75,000
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	\$3750

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**Schedule #7—Payroll Costs (6100)**

County-district number or vendor ID: 756002136

Amendment # (for amendments only):

Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted	Match
<b>Academic/Instructional</b>					
1					
2	Educational aide			\$	\$
3	Tutor			\$	\$
<b>Program Management and Administration</b>					
4	Project director	0	0	\$13,200	\$6600
5	Project coordinator			\$	\$
6	Teacher facilitator			\$	\$
7	Teacher supervisor			\$	\$
8	Secretary/administrative assistant			\$	\$
9	Data entry clerk			\$	\$
10	Grant accountant/bookkeeper			\$	\$
11	Evaluator/evaluation specialist			\$	\$
<b>Auxiliary</b>					
12	Counselor			\$	\$
13	Social worker			\$	\$
14	Community liaison/parent coordinator			\$	\$
<b>Education Service Center (to be completed by ESC only when ESC is the applicant)</b>					
15					
16					
17					
18					
19					
20					
<b>Other Employee Positions</b>					
21	Title			\$	\$
22	Title			\$	\$
23	Title			\$	\$
24	Subtotal employee costs:			\$	\$
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>					
25	6112 Substitute pay			\$	\$
26	6119 Professional staff extra-duty pay			\$	\$
27	6121 Support staff extra-duty pay			\$	\$
28	6140 Employee benefits			\$	\$
29	61XX Tuition remission (IHEs only)			\$	\$
30	Subtotal substitute, extra-duty, benefits costs			\$	\$
31	<b>Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):</b>			<b>\$13,200</b>	<b>\$6600</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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**Schedule #8—Professional and Contracted Services (6200)**

County-district number or vendor ID: 756002136

Amendment # (for amendments only):

**NOTE:** Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

**Professional and Contracted Services Requiring Specific Approval**

Expense Item Description		Grant Amount Budgeted	Match
6269	Rental or lease of buildings, space in buildings, or land		
	Specify purpose:	\$	\$
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$	\$

**Professional and Contracted Services**

#	Description of Service and Purpose	Grant Amount Budgeted	Match
1		\$	\$
2		\$	\$
3		\$	\$
4		\$	\$
5		\$	\$
6		\$	\$
7		\$	\$
8		\$	\$
9		\$	\$
10		\$	\$
11		\$	\$
12		\$	\$
13		\$	\$
14		\$	\$
b. Subtotal of professional and contracted services:		\$	\$
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$	\$
(Sum of lines a, b, and c) Grand total		\$0	\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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**Schedule #9—Supplies and Materials (6300)**

County-District Number or Vendor ID: 756002136

Amendment number (for amendments only):

**Supplies and Materials Requiring Specific Approval**

		<b>Grant Amount Budgeted</b>	<b>Match</b>
6300	Total supplies and materials that do not require specific approval:	\$2550	\$
<b>Grand total:</b>		<b>\$2550</b>	<b>\$</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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**Schedule #10—Other Operating Costs (6400)**

County-District Number or Vendor ID: 756002136

Amendment number (for amendments only):

Expense Item Description		Grant Amount Budgeted	Match
6413	Stipends for non-employees other than those included in 6419	\$	\$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$	\$
Subtotal other operating costs requiring specific approval:		\$	\$
Remaining 6400—Other operating costs that do not require specific approval:		\$1500.00	\$
Grand total:		\$1500.00	\$0

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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**Schedule #11—Capital Outlay (6600)**

County-District Number or Vendor ID: 756002136

Amendment number (for amendments only):

#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Match
<b>6669—Library Books and Media (capitalized and controlled by library)</b>					
1		N/A	N/A	\$	\$
<b>66XX—Computing Devices, capitalized</b>					
2	Chrome Box Computer	10	\$150.00	\$1500.00	\$
3	Stand-Alone Desktop Computer	1	\$600.00	\$600.00	\$
4	Monochrome Laser Printer	250.00	\$250.00	\$250.00	\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
<b>66XX—Software, capitalized</b>					
12			\$	\$	\$
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
<b>66XX—Equipment, furniture, or vehicles</b>					
19	Plasma Cutting Table	1	\$27750.00	27750.00	\$8400
20	Heavy Plate Steel Press	1	20250.00	20250.00	\$
21	Portable Welder – Trailer Mounted	1	\$4900.00	4900.00	\$
22	Metal Trailer for transport of Portable Welder	1	\$2500.00	\$2500.00	\$
23			\$	\$	\$
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
<b>66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)</b>					
29				\$57750	\$8400.00
<b>Grand total:</b>				<b>\$57,750</b>	<b>\$8400.00</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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### Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 756002136

Amendment # (for amendments only):

**Part 1: Student/Teacher Demographics of Population To Be Served With Grant Funds.** Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	154	66%	2/3 Newcastle ISD is economically disadvantaged.
Limited English proficient (LEP)	4	2%	
Attendance rate	NA	96%	
Annual dropout rate (Gr 9-12)	NA	0%	
Teacher Category	Teacher Number	Teacher Percentage	Comment
1-5 Years Exp.	6	16%	
6-10 Years Exp.	2	1%	
11-20 Years Exp.	8	21%	
20+ Years Exp.	3	5%	
No degree	0	0%	
Bachelor's Degree	15	39%	
Master's Degree	4	10%	
Doctorate	0	0%	

**Part 2: Students/Teachers To Be Served With Grant Funds.** Enter the number of students in each grade, by type of school, projected to be served under the grant program.

**School Type:** ☒ Public ☐ Open-Enrollment Charter ☐ Private Nonprofit ☐ Private For Profit ☐ Public Institution

#### Students

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
12	17	16	14	23	21	14	16	11	17	22	20	14	16	233

#### Teachers

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2	5	5	5	5	5	5	6	6	6	7	7	7	7	78

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**Schedule #13—Needs Assessment**

County-district number or vendor ID: 756002136

Amendment # (for amendments only):

**Part 1: Process Description.** A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The administration, working with the NISD Board, has targeted fifteen (15) of the Top 25 occupations making above Texas median wage of \$34,550, ranked by highest projected number of jobs added due to growth, for the period 2014 - 2017. The last three careers are NISD locally designated careers.. The Top Twenty-five occupations are pulled from: Texas Career Check, Region 3, North Texas (Source: Texas Workforce Commission).

NISD designated goals from the top 25 occupations with rank:

#1 Registered Nurses #2 Licensed Practical and Vocational Nurses #3 Elementary School Teachers #4 Secondary School Teachers #6 Heavy Tractor-Trailer Truck Drivers #10 Middle School Teachers #11 Aircraft Mechanics & Service Technicians #13 Sales Reps. Wholesale/Manufacturing #15 Correctional Officers & Jailers #17 Police & Sheriff's Patrol Officers #18 Carpenters #19 Electricians #20 Machinists #21 Plumbers, Pipefitters, Steamfitters #22 Industrial Engineers  
Local Designations: Wind Turbine Engineers, Home Painters, Automotive Mechanics/Technicians.

Newcastle ISD is a rural district which is strongly diversified. Close to fifty percent of our students are self-identified as nontraditional students. Each one of these students will continue to not only be oriented in possible college and university choices, but students will also be educated in realistic ways of funding a college degree. Key partnerships are now in place between NISD and institutions of higher education. Current district initiatives include dual credit, certifications, and pathways to high-demand occupations in key regional sectors. The Perkins Reserve Grant will allow our district to improve on these partnerships and build stronger alliances with both junior colleges and colleges, and universities offering four year degrees.

The NISD district recognizes our students could also be seeking opportunities in high-demand, high-salaried fields in business and industry. A strong district focus targets jobs in technology, manufacturing, the financial sector, construction, engineering, nursing and other in-demand, high-salaried jobs. While occupations such as engineering and medicine require four-year degrees from institutions of higher education, many careers available to our students offer successful careers in nontraditional fields. With the award of this grant, our district will be able to foster innovation through the identification and promotion of promising CTE programs which will include practices and strategies preparing students for nontraditional fields. We will increase the number of students who earn workforce certificates, industry certifications and other high quality credentials.

Newcastle ISD has two primary occupational or career strands running in harmony, side-by-side. One strand creates career support for the traditional student. The second strand is in place to support the curriculum for the nontraditional student. Neither strand is restrictive, competitive or inescapable. A NISD student can move from the traditional strand to the nontraditional strand through a schedule change or a new course load. The reverse, moving from nontraditional to traditional, is also a simple, effective process.

District goals (above) are the driving force behind NISD student career success. The graduation of a student completing a four-year degree from a college or university is celebrated. A student earning a professional welding certificate, making this student qualified to weld oil field pipe with enough precision to pass an x-ray inspection, is celebrated with no less intensity than the university degree. Both students are in high demand careers, receiving paychecks capable of supporting a successful life style.

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**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 756002136

Amendment # (for amendments only):

**Part 2: Alignment with Grant Goals and Objectives.** List your top three to five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	A Plasma steel-cutting table, an industrial metal press and a portable welding system is needed by the Vocational Ag Department. This equipment will place our Ag Science metal trades shop in a 21st century welding and cutting category, capable of competing with any current retail industry.	This updated shop will allow welding services to be available to every community member in Young County. Capital outlay equipment is critically needed to upgrade the current Ag Science shop metal trades equipment and enable the NISD Ag department shop to compete with 21st century welding shops.
2.	The Newcastle district surrounded by capstone industrial corporations, demanding high demand skills in industry. These sites are Southern Bleacher, Air Tractor Aircraft, and Tower Extrusion. NISD students will engage in career exploration, student internships, and tour each of these three major sites.	Grant funds will pay for student travel, student internship supplies and materials (hard hats, welding hoods, welding gloves), and job site tours. Speakers will be booked from each of these three corporations to present in the NISD Career Day. Speakers fees and travel could also be funded by the grant.
3.	The creation of a new campus center for career search on the NISD high school campus. NISD will partner with surrounding rural districts to host a career day. NISD will feature speakers from the NISD community who are working in high-demand occupations.	Grant funds will fund one "job search" computer for the counselor's office. This will allow NISD to turn this office into an effective Career Center. Additionally, the grant will help fund the expenses of hosting a career day for partner districts within a thirty-mile radius of Newcastle, Texas.
4.	Chromebook boxes will equip a mini lab, enabling grades K-5 students to move closer to the district goal of creating job search capabilities for every student in grades K-12.	Funds from this grant will purchase ten (10) Chromebook boxes, with each box costing approximately \$150 each. Ten repurposed computers or monitors could be combined with Chromebook boxes to create a ten-station lab, designed specifically for searching high-demand, high-pay jobs. Job searches would happen instantly as Chrome boxes are connected to repurposed stand-alone computers and/or monitors.
5.	NISD will send five-10th through 12th grade students to Texas Woman's University Kamp Kenner Health Career Summer Camp in the summer of 2017.	The Kenner Prenursing Summer Camp, hosted by TWC, for health care career exploration is a five-day, five-night on-site camp and is offered twice during the summer of 2018 (June 5 - 10, and June 12 -17). The fee is \$300 per student. This summer camp will afford NISD students a hands-on, real world experience in the nursing profession.

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### Schedule #14—Management Plan

County-district number or vendor ID: 756002136

Amendment # (for amendments only):

**Part 1: Staff Qualifications.** List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Superintendent	Superintendent. Total of 26 years in education. Served as a teacher, assistant principal, principal/athletic director. Newcastle ISD had multiple years of a Texas Education Agency Exemplary School status under Mr. Spitzer's term.
2.	Grant Director	Supertendent of Veron ISD and Callisburg ISD. Deputy Superintendent of Vernon ISD. Asst. Supt. Business, La Marque ISD, Asst. Supt. for Personnel, Mineral Wells ISD. Grant Writer, TEA.
3.	Technology Director	Certified Teacher with 18 years of experience. NISD Technology Director for the last 9 years. Successful Grant Writer-Tech Funds. Currently has completed 23 graduate hours.
4.	NISD Ag Science Teacher	Certified Teacher with 19 years experience. Certified to teach and test in three industrial welding certificate areas. Worked with the Texas A & M Agriculture Extention Agency, Bushland, Texas.
5.	NISD Counselor	Certified counselor with seven years of experience. Holds a masters degree in education.

**Part 2: Milestones and Timeline.** Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Convert Ag Science shop into a "real world" nonprofit welding shop.	1. Receive, install plasma table, press, portable rig.	12/13/17	12/15/17
		2. Print newspaper ads, business cards, work orders.	12/17/17	01/04/18
		3. Photograph metal repair projects: before, after pic.	12/08/17	05/01/18
		4. New metal design: blueprint, photograph after pic.	12/08/17	05/18/18
		5. Collaborate with all welding shops in Young County.	12/08/17	05/25/18
2.	Industry plant tours. Place welding interns, document hands-on projects.	1. Establish & conduct industry collaborations.	12/08/17	01/15/18
		2. Conduct tours: S. Bleacher, Air Tractor, Tower Exc.	12/15/17	03/23/18
		3. Place students into internships.	01/05/18	03/23/18
		4. Document student progress. Sign in sheets, visits.	12/15/17	05/31/18
		5. Write welding curriculum. NISD path to industry.	01/05/18	05/02/18
3.	Creation of Campus Career Centers.	1. Purchase search computer/ monochrome printer.	12/13/17	12/15/17
		2. Train faculty/staff in Texas Career Check searches.	12/04/17	05/15/18
		3. Schedule student computer job searches K-5.	12/15/17	05/18/18
		4. Schedule Career Day & book speakers.	12/15/17	01/22/18
		5. Place students in TWU Nursing Camp-June camp	01/02/18	01/31/18
4.	Implementation of Chrome Box searches-exploration and research.	1. Purchase ten Chrome Books	12/13/17	12/15/17
		2. Train faculty/ staff in career Chrome Book searches.	12/04/17	12/15/17
		3. Schedule K-5 student job exploration searches.	12/04/17	05/18/18
		4. Survey student decisions based on student search.	04/23/18	05/18/18
		5. Document parent training, parent use, parent results	04/23/18	05/18/18
5.	Texas Woman's University.	1. Execute ten (10) student camp registrations.	01/15/18	02/21/18
		2. Teachers letters of reference for ten (10) students.	03/05/18	03/29/18
		3. Register students and pay student fees.	04/18/18	04/23/18
		4. Document student experiences with post-survey.	05/04/18	05/04/18
		5. Write curricular documents-NISD to nursing.	08/01/18	08/17/18

**Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.**

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**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 756002136

Amendment # (for amendments only):

**Part 3: Feedback and Continuous Improvement.** Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Newcastle ISD has a history of being rated as "Exemplary" by the Texas Education Agency. The best example of how this district monitors the attainment of goals and objectives is reflected by historical effective strategic procedures. The administration working with the NISD Board of Trustees, and receiving input from faculty and staff, develops goals. The goals are used to develop objectives, with measurable outcomes. A strategic set of steps are determined which will accomplish each objective. Benchmarks are placed in critical places as the district executes the strategic plan. If a benchmark indicates a step in the process is not successful, an intervention takes place. Following a successful intervention, obstacles to goal attainment are removed, and the process is back on track to accomplish the targeted goal.

The process for attaining Perkins Reserve grant goals mirrors this process. Communication is critical for grant success. The principal, the superintendent, the grant director, and faculty and staff members monitor grant progress on a daily basis. Communication from the administration tracking grant progress is constant and ongoing. Teachers receive direction from the administration in the form of regular faculty meetings, daily announcements, memos, emails, and, in cases of a failed benchmark, one-on-one conferences with the staff member having a problem.

The district grant director has one job. The director is monitoring grant progress on a daily basis. He or she will develop a printed schedule for each week in the grant duration, and distribute the written guidelines to every adult on the campus. The director will be highly visible. The director will also communicate with each person only a daily basis. Both problems and success will be discussed each day the grant is in process.

**Part 4: Sustainability and Commitment.** Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Ongoing, existing efforts similar or related to the grant progress are detailed in Schedule #14, Part 3 (above).

Efforts to coordinate the grant and to maximize grant effectiveness are based in the grant evaluation process and the associated indicator of accomplishment. Indicators of accomplishment are continually monitored by the superintendent, the high school principal, each teacher involved in the execution of the grant, and the grant director.

One example of the evaluation method/process would be objective #1: The NISD Ag Science Metal Trade Shop will be converted into a real-world cutting and welding center. Metal welding projects from community members will accepted and be either created or repaired by the students in the nonprofit Ag Science metal shop. For this objective, a photograph is a key indicator of accomplishment. A picture is taken of each project with an android or iphone camera prior to intake by the NISD welding shop. When the project is successfully completed, a second photograph is taken. Project pictures will document the origin of the job, document the completion of the job, and a digital photo album will be created. The digital photo album will stand as a record of accomplishment and will also motivate students to continue the success they achieved.

Each of the five grant objectives will have evaluation methods with distinct, measurable accomplishment indicators.

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### Schedule #15—Project Evaluation

County-district number or vendor ID: 756002136

Amendment # (for amendments only):

**Part 1: Evaluation Design.** List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Student Industrial Certificates	1.	Student-earned AWS D 1.1 welding certificate.
		2.	Student-earned AWS D 9.1 welding certificate.
		3.	Student-earned Pesticide Applicator certificate.
2.	Digital Photographs, including photo albums created for recruitment and news releases.	1.	Photo of the welding blueprint for a new welding project.
		2.	Photo of the welding project to be repaired.
		3.	Photo of new projects completed & newly created.
3.	Pre/Post Surveys	1.	Completed pre-survey from students/parents prior to grant implementation.
		2.	Completed survey from students/parents during implementation.
		3.	Completed survey from students/parents at the end of year one.
4.	Tabulating numbers of career & tech students.	1.	Precount-number of students in industry-related career paths.
		2.	Postcount-number of students in industry-related fields.
		3.	Postcount-number of certificates earned by students industry related.
5.	STARR Testing, . End of Course Testing. ACT/SAT/Testing	1.	Results of Starr Testing, grades 3-12
		2.	Results of End-of-Course testing, grades 9-12
		3.	Results of student testing on ACT/SAT precollege tests.

**Part 2: Data Collection and Problem Correction.** Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Current student data will be pulled from PEIMS records, at the origination of a new semester, during the semester and at the close of each semester. This data will include academic achievement records and Average Daily Attendance (ADA) percentages. This process is in place prior to the implementation of the grant.

Student academic success is continually monitored. Students targeted by the grant will become an extension of the current process. A problem with delivery will also be triggered by a falling student grade. Potential problems with delivery will also be monitored and corrected through documented teacher lesson plans, teacher pass/fail rates, and direct observation. Diagnosed problems with delivery will be immediately addressed through administrator/teacher conferences, teachers observing master teachers, teachers observing the classrooms of master teachers, and teachers being assigned internships.

A high percentage ADA is continually monitored on a regular basis, with or without the grant. District state funding is determined by student attendance. High-percentage attendance rates are critical for the academic success of each student. When a student attendance problem is discovered, solutions to the problem are implemented. Solutions include: parent/teacher conferences, reward programs for perfect attendance, and student counseling. In severe student attendance problems, parents will be referred to the justice system for violating compulsory student attendance laws.

NISD has an inter-local agreement with Ranger College for dual credit. This program is monitored closely. Ranger College makes it possible for our students to earn sixty (60) hours of college credits. A NISD student can actually graduate from Newcastle High School with a high school diploma from the district and an Associate's degree awarded by Ranger College. College level courses include: College Algebra, Statistics, Calculus, Trigonometry, Physics, Biology and English. The counselor has computer record of every dual credit student. These records are reviewed weekly to monitor student progress and check for student problems.

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### Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 756002136

Amendment # (for amendments only):

**TEA Program Requirement 1:** Explain how the project identified the high-demand occupations and their related programs of study in partnership with the local workforce development board. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

Rank	Title	Annual Salary	Annual Openings
1	<b><i>Registered Nurses</i></b>	<b><i>\$59,146</i></b>	<b><i>10,815</i></b>
2	<b><i>Licensed Practical &amp; Licensed Nurses</i></b>	<b><i>39,222</i></b>	<b><i>3,815</i></b>
3	<b><i>Elementary School Teachers (except special education)</i></b>	<b><i>44,540</i></b>	<b><i>6,480</i></b>
4	<b><i>Secondary School Teachers (except sp.ed. &amp; career tech ed.)</i></b>	<b><i>46,839</i></b>	<b><i>4,875</i></b>
5	Clergy	49,463	1,950
6	<b><i>Heavy and Truck Trailer Truck Drivers</i></b>	<b><i>40,398</i></b>	<b><i>7,085</i></b>
7	General and Operations Managers	101,837	7,870
8	First-Line Supervisors of Retail Sales Workers	42,323	5,095
9	Accountants & Auditors	69,394	6,175
10	<b><i>Middle School Teachers (except Sp. Ed. &amp; Career Tech)</i></b>	<b><i>44,883</i></b>	<b><i>3,240</i></b>
11	<b><i>Aircraft Mechanics &amp; Service Technicians</i></b>	<b><i>59,522</i></b>	<b><i>615</i></b>
12	FirstLine Supervisors of Office and Admin. Support Workers	58,827	4,125
13	<b><i>Sales Reps. Wholesale/Manufacturing (except Tech &amp; Scientific)</i></b>	<b><i>62,355</i></b>	<b><i>4,815</i></b>
14	First-Line Supervisors: Production and Operation Workers	51,519	1,300
15	<b><i>Corrections Officers &amp; Jailers</i></b>	<b><i>35,827</i></b>	<b><i>2,075</i></b>
16	Team Assemblers	35,450	1,820
17	<b><i>Police &amp; Sheriff's Patrol Officers</i></b>	<b><i>45,636</i></b>	<b><i>3,155</i></b>
18	<b><i>Carpenters</i></b>	<b><i>35,425</i></b>	<b><i>1,735</i></b>
19	<b><i>Electricians</i></b>	<b><i>43,334</i></b>	<b><i>2,470</i></b>
20	<b><i>Machinists</i></b>	<b><i>38,897</i></b>	<b><i>1,280</i></b>
21	<b><i>Plumbers, Pipefitters, Steamfitters</i></b>	<b><i>42,498</i></b>	<b><i>1,425</i></b>
22	<b><i>Industrial Engineers</i></b>	<b><i>64,772</i></b>	<b><i>605</i></b>
23	Lawyers	99,306	1,980
24	Education Admisitrators, Elementary & Secondary School	70,629	1,275
25	Medical & Health Services Managers	83,882	1,070

This chart represents the top 25 high-demand, high-salary jobs as researched by the Texas Workforce Commission for Region 3, north Texas. The bold italicized print indicates the top 15 jobs of the top 25 targeted by Newcastle ISD. These top 15 careers were determined by the NISD administration, working with the NISD Board of Trustees. The 15 careers targeted by NISD are a direct relection of the Texas Workforce Commission's research for our district's geographic location.

NISD Board adopted goals exemplify how the district identified the high-demand occupations and their related programs of study in partnership with the local workforce development board:

- 2.1 The district will provide training to effectively integrate technology into the curriculum.
- 2.2 The district will provide increased opportunities for "Life Experiences" throughout the curriculum-Life Skills, Job Skills, Financial Literacy.
- 2.4 ACT/SAT scores will improve when compared to the previous year.
- 3.1 The district will employ teachers who are fully certified, highly qualified and demonstrate a caring attitude toward student.
- 4.2 The district will continue to coordinate events to improve student involvement.
- 5.2 The district will provide sufficient technology/network infrastructure to support student learning.

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### Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 756002136

Amendment # (for amendments only):

**TEA Program Requirement 2:** Describe how you will design at least one program of study that spans secondary and postsecondary education and includes an appropriate sequence of courses that are aligned with high-demand occupations identified by local regional workforce board. The program of study should build in rigor as students progress through high school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

Newcastle will create a cross-curricular sequence of courses spanning both secondary and postsecondary educational strands and will include an appropriate sequence of courses aligned with high-demand occupations identified by the local regional workforce board.

The project will consist of spanning the curricular courses of Geometry and Ag Science Building Trades.. The project is the construction of a "Tiny House" Tiny houses are one of the most recent construction booms in high demand in the United States in 2017. Planning, construction, viewing and sales of tiny houses can be seen almost any evening on HGTV.

NISD junior level students will design and construct the tiny house. The construction project has been requested by a member of the NISD community. This community member will pay all building materials associated with the completion of the tiny house. The Perkins Reserve grant will supply only needed tools the NISD Ag department does not have in current inventory, none of which will require capital outlay purchases for this project.

The NISD students involved in design and construction are both receiving credit in a geometry class and are receiving credit for being enrolled in a Ag Science Class. These students start with the building's foundation and finish with roofing the structure. Skills associated with buiding this structure are aligned with the top twenty-five high-demand occupations for our region (Region 3, North Texas) include: carpentry, plumbing, and electrical. These carrer fields are ranked as follows:

Electricians #15, First line supervisors of construction and extraction workers #18, Plumbers, pipefitters and steam fitters #23. Additionally, NISD has targeted local careers desperately needed by community. An example of a local need would be a home painter. The current wage for a skilled, professional home painter in our community is \$25.00 per hour.

On the postsecondary academic side of the project, the geometry skills learned are stepping stones to the following career fields, ranking among the top 25 careers according to the Texas Workforce Commission for Region 3, north Texas:

Sales Representatives, wholesale & manufacturing # 7. First line supervisors of construction and extraction workers #18. market research analysts & marketing specialists #24, Additionally, these early experiences could lead to four-year degrees in architecture, Computer Science (CAD programming), and Landscape and Design.

A blending of geometry class design and trade skills construction will happen in this project during every phase of the project. For example, each student involved in this project is both a geometry student and a building trades Ag Science student. When a blueprint is developed (using geometry skills), it could create an unexpected project for construction (a piece of furniture cannot be carried through the door and make a necessary turn into the living room). This class of students will have to look at the problem through a blending of curricular elements (geometry and construction) in able to resolve the problem and create a real world building.

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### Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 756002136

Amendment # (for amendments only):

**TEA Program Requirement 3:** Provide a sample crosswalk that identifies postsecondary coursework that would be required of a student in the program of study in order to complete a certificate or receive an associate's degree from the partnering general academic teaching institution(s) within two to three years of graduating from high school. The crosswalk may also demonstrate how the project can lead to a bachelor's degree. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

#### CTE Crosswalk

TAC Chapter 130, Career & Technical Education  
Subchapter M. Manufacturing

\*This course must be taken concurrently with the respective corerequisite and may not be taken as a stand-alone course.

\*\*This course must be taken concurrently with Practicum in Manufacturing and may not be taken as a stand-alone course.

**Legend:**

M=Meets a graduation requirement for mathematics

P=This course has prerequisites

2010	Credits	2017	Credits	Code
Principals of Manufacturing	5-1	Principals of Manufacturing	1	
		<b>Introductions to Welding</b>	1	
Welding	5-3	Welding I	2	
Advanced Welding	1-2	Welding II	2	P
	1-3	<b>Welding II Lab*</b>	1	P
Precision Metal Manufacturing	1-2	Precision Metal Manufacturing I	2	
Advanced Precision Metal Manufacturing	2-3	Precision Metal Manufacturing I	2	
		<b>Precision Metal Manufacturing II Lab**</b>	1	P
		<b>Diversified Manufacturing I</b>	1	P
Manufacturing Engineering	2-3	<b>Diversified Manufacturing II</b>	1	
		Manufacturing Engineering Tech I	1	
Flexible Manufacturing	1-2	Manufacturing Engineering Tech II	1	M,P
Advanced Flexible Manufacturing	2-3	Metal Fabrication & Machining I	2	
		<b>Metal Fabrication &amp; Machining II</b>	2	p
		Practicum in Manufacturing	1	
Practicum in Manufacturing	2-3	<b>Extended Practicum in Manufacturing**</b>	1	

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 756002136

Amendment # (for amendments only):

**TEA Program Requirement 4:** Identify the partner organizations that will help carry out the grant. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

Southern Bleacher Company-High school bleachers, college stadiums, fairgrounds, speedways.  
Air Tractor Company-Olney, Texas Division-International sales of agricultural aircraft.  
Tower Extrusion Company-High quality handling systems and state of the art quench systems.

Ranger College

Texas Woman's University-Kamp Kenner, 5-day, 5-night summer camp. Prenursing program.

Texas A & M University-Summer camps in engineering

Young County Welding Companies Consortium-Approximately eight welding companies in Young county.

Newcastle ISD – Alumni - Elementary Certified Teachers Consortium

Newcastle ISD-Alumni – Middle School Certified Teachers Consortium

Newcastle ISD-Alumni- High School Certified Teachers Consortium

Texas Workforce Commission, North Texas, Region 3.

Chromebook Company

Wind Turbine companies are currently being researched for student exploration and interships. Wind turbines literally surround the Newcastle school district.

**TEA Program Requirement 5:** Identify at least one industry partner that will assist with curriculum development to support relevant and frequent industry experiences for students participating in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

**Southern Bleachers Company**-Established in 1946. Sets the standard for high school bleachers, college stadiums, Fairgrounds, speedways. Aluminum and steel fabrication. Southern bleacher has created seating for more than 3,000,000 spectators in just the last five years.

**Art Tractor Company.** Building agricultural aircraft since 1965. Air Tractor has international sales. Tractor aircraft can be found working over fields and forests across the United States and around the globe — in Canada, Mexico, Central and South America, South Africa, Australia, New Zealand, China, Spain, Eastern Europe, Saudi Arabia and South Korea.

**Tower Extrusions.** Established in 1977. Tower has 730,000 square feet of under-roof manufacturing facilities. This company has a state-of-the-art casting house, eight extrusion presses, and 144,000 square feet of inhouse metal fabrication.

NISD personnel implementing the Perkins Reserve Grant are now collaborating and will continue to collaborate with each of these industry giants to custom tailor curricular pathways. These pathways will include industry-student job exploration, designed student internships, company tours, hands-on experiences, and job shadowing.

NISD will be booking speakers from all three of these leading industrial companies to provide presentations to our high school students, describing opportunities in high-demand, high-pay jobs.

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By TEA staff person:



**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 756002136

Amendment # (for amendments only):

**TEA Program Requirement 6:** Propose a sustainability plan to ensure that the school(s) will continue to meet the goals of the grant program after the end of the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

Capstone industry sites in the NISD area (Southern Bleacher, Air Tractor, Tower Extrusions) are in a dedicated, on-going need of a qualified labor force. The first-year grant cycle will place NISD high school students into internships, job shadowing experiences, and hands-on experiences inside the plants of these industry giants. The ground-breaking work of collaborating and designing placements inside these companies in the beginning is difficult, but not expensive. Successful internships in year-one will sustain the progress of this goal over the next three years. In years two or three, placing students in these rewarding job tasks will be a simple task. The truly rewarding aspect of this goal will be the fact that NISD will become a recruiting pool of talent for these industry leaders throughout the foreseeable future.

The plasma metal-cutting equipment has an active life exceeding ten years. Metal working and welding are at the heart of our Ag Science welding curriculum. Should a heavy-duty piece of equipment in the Ag shop and purchased year one need repair, donations would fund the repair virtually overnight. Twenty-first curriculum welding benchmarks demand capitalized equipment capable of performing jobs in today's world.

The portable trailer-mounted welding system purchased by the grant in year one will be no problem to sustain in the future. The only expense the district would pick up in the future would be welding rods, oxygen and acetylene gases.

The industrial press for the Ag Science department purchased in year one of the grant will have a life exceeding ten years.

The NISD Career Center search computer, furnished by the grant in year one, will have long term possibilities of continually meeting grant goals. The high speed, large-memory computer made possible by the grant will have a life extending five or ten years into the future. The primary use of the computer is to provide a search engine for job exploration and research by students. Free browsers can be downloaded for this purpose. Upgrades to this computer, after year one, will be easily accomplished by the district budget. NISD plans to provide this computer to parents and guardians of our district. NISD parents are not immune to unemployment. Parental use of the career search computer will provide support, and even donations, to keep an active job search computer in place.

Summer camps and clinics providing hands-on experience for students in postsecondary fields such as nursing and engineering will also continue to be viable choices for our high school students. For several years, NISD parents have financed fees for their students in the Texas A & M engineering camps. Alternate forms of funding, such as donations and PTO fundraising projects, continually search for projects to fund using fund raising activities. District funds will continue to be available for general supplies such as stethoscopes, blood pressure cuffs and thermometers. These medical supplies could be funded by local district funds.

Chrome boxes, funded by the grant, are currently falling below \$150 each. Chrome boxes have the capility of bringing new life to an outdated computer or computer monitor. An older computer needs only the chrome box connected in order to provide an search engine for job exploration in the hands of students in every elementary classroom. Additional Chrome boxes needed in the future will be affordable for the NISD district.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 756002136

Amendment # (for amendments only):

**TEA Program Requirement 7:** List capstone industry certifications and programs of study that were identified in partnership with postsecondary, industry, or other LEAs. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Applicants applying for Focus Area 4 must address this question.**

**Capstone Industry Certifications and Programs of Study NISD has Identified with in Postsecondary, Industry, and Other LEAs**

**The NISD Agriculture Teacher is currently certified to administer certification tests:**

AWS D 1.1 Certification

AWS D 9.1 Certification

Private Pesticide Applicator Certification

**The NISD Agriculture Teacher will be certified to test this certification following the 2017 summer:**

Certified Veterinary Assistant

**Certification Areas NISD Students are currently involved in, but testing onsite will be in the future:**

NCCER Carpentry Fundamentals, Level 1\*

NCCER Carpentry Fundamentals, Level 2\*

NCCER Construction Technology\*

NCCER Electrical Certification, Level 1\*

NCCER Heating Ventilation and AC, Level 1\*

NCCER Pipefitting, Level 1\*

NCCER Pipefitting, Level 2\*

NCCER Welding, Level 1\*

NCCER Welding, Level 2\*

NCCER Texas Beef Quality Assurance\*

**\*Any NISD high school student preparing for and reaching mastery of one of these ten (10) certification areas will be, with permission from the parent or guardian, transported to to the appropriate certification sight and tested for the certification.**

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 756002136

Amendment # (for amendments only):

**TEA Program Requirement 8:** Explain how the awarding of a Perkins Reserve Grant will complement the existing CTE program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Applicants applying for Focus Area 4 must address this question.**

The awarding of the Perkins Reserve Grant will complement the existing NISD CTE Program as follows:

1. With the purchase of three capital outlay expenditures, the NISD Ag Science welding shop will be comparable to any private enterprise welding shop with 21st century equipment. These three expenditures are a plasma cutting table, a metal press, and a portable trailer-mounted welding system. These three pieces of equipment will allow our district to create a "real world" nonprofit welding shop capable of creating or repairing any welding project requested by our community members. Additionally, our Ag Science teacher is qualified to test students for certification in three areas. If a student becomes eligible to be tested in areas beyond the three certifications the district is qualified to test, grant funds will allow the district to travel to any regional testing site and be tested.

2. "Hands-On" career activities will be greatly enhanced by the grant. Both traditional and nontraditional students will receive substantial benefits. Examples of traditional hands-on activities include a summer nursing camp sponsored by Texas Woman's University. The grant will make a \$300 student fee available for five students to a five-day, five-night camp hosted by TWU. This fee will provide for each student to own a stethoscope, a blood pressure cuff and a thermometer. For nontraditional students, the grant will fund hands-on welding in the NISD "real world" Ag Science shop. Travel and supplies for student internships at three industry giants in Young County will be possible with the grant. These three corporations are: Southern Bleacher, Air Tractor, and Tower Exclusions.

3. Tours and exploration will be possible using grant funds for students to travel to junior colleges in our region. Students interested in two-year associate degrees will have the opportunity to visit college campuses and inquire about degrees in nursing and other paramedical degrees, welding, computer technology, electrical technicians, HVAC courses, and many others.

4. The creation of a new campus center for career research on the NISD campus will be enhanced with the purchase of a job search computer in the counselor's office. The NISD Board of Trustees is striving to provide a 1:1 ratio of student-to-computer for each student. Currently NISD has provided every student in grades 6-12 access to his or her own Chromebook. The ten Chromebook Boxes will allow job search capabilities for every student in grades K-5.

5. Grant funds will also allow NISD to enter into a inter-local partnership with surrounding districts to sponsor and host a career day. The career day will be patterned after educational seminars. Successful business owners and managers will be invited to discuss careers with those students in attendance. A one-hour block will be allotted to each speaker. At the end of each hour, students can choose a different seminar to attend.

6. NISD will host an evening meal provided by grant funds. Every NISD parent or guardian will be invited to attend. Following the meal, the NISD grant team will have the opportunity to explain to parents how the Perkins Reserve Grant is being implemented. Parents will be surveyed concerning their thoughts regarding future careers for their children. Parents will also be oriented on the many varied career choices available to each student, for both traditional and nontraditional fields of study. Finally, a post survey will be provided for every parent in the NISD district in May, 2018. The post survey will document the implementation of the Perkins Reserve Grant, and the degree to which job exploration was achieved by students in grades K-12.

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**Schedule #18—Equitable Access and Participation**

County-District Number or Vendor ID: 756002136

Amendment number (for amendments only):

**No Barriers**

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	x	x	x

**Barrier: Gender-Specific Bias**

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	x	x	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	x	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	x	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	x	x	x
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	x	x	x
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	x	x	x
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Cultural, Linguistic, or Economic Diversity**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	x	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	x	x	x
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	x	x	x
B05	Develop/maintain community involvement/participation in program activities	x	x	x
B06	Provide staff development on effective teaching strategies for diverse populations	x	x	x
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	x	x	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	x	x	x
B09	Provide parenting training	<input type="checkbox"/>	x	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	x	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	x	x	x

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 756002136

Amendment number (for amendments only):

**Barrier: Cultural, Linguistic, or Economic Diversity (cont.)**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	x	x	x
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	x
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	x	x	x
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	x
B16	Offer computer literacy courses for parents and other program beneficiaries	x	x	x
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	x	x
B18	Coordinate with community centers/programs	x	x	x
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	x	x	x
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	x	x	x
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	x	x	x
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	x	x	x
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	x	x	x
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gang-Related Activities**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	x	x	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	x	x
C03	Conduct home visits by staff	<input type="checkbox"/>	x	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	x
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	x	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	x	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	x	<input type="checkbox"/>

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### Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 756002136

Amendment number (for amendments only):

#### Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	x	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	x	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	x	x
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	x
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	x	x
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	x	x
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	x	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	x	x	<input type="checkbox"/>
D02	Provide counseling	x	x	<input type="checkbox"/>
D03	Conduct home visits by staff	x	x	x
D04	Recruit volunteers to assist in promoting drug-free schools and communities	x	x	x
D05	Provide mentor program	x	x	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	x
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	x
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	x
D09	Conduct parent/teacher conferences	x	x	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	x	<input type="checkbox"/>
D11	Develop/maintain community collaborations	x	x	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	x	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	x	x	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	x	x	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	x	x	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	x

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**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	x	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	x	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	x	<input type="checkbox"/>	x
E07	Format materials/information published on the internet for ADA accessibility	x	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Hearing Impairments**

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	x	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	x
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	x	x	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	x	x	x
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	x
F07	Provide training for parents	<input type="checkbox"/>	x	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	x

**Barrier: Learning Disabilities**

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	x	x	x
G02	Expand tutorial/mentor programs	x	x	x
G03	Provide staff development in identification practices and effective teaching strategies	x	x	x
G04	Provide training for parents in early identification and intervention	x	x	x
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Physical Disabilities or Constraints**

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	x	x	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	x	x	<input type="checkbox"/>
H03	Provide training for parents	x	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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### Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 756002136

Amendment number (for amendments only):

#### Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	x	x	x
J02	Ensure all physical structures are accessible	x	x	x
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	x	x	x
K02	Develop and implement a truancy intervention plan	x	x	x
K03	Conduct home visits by staff	x	x	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	x	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	x	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	x	x	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	x	x	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	x	x
K09	Develop/maintain community collaborations	x	x	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	x	x	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	x	x	x
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	x	x	x
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	x	x
L02	Establish collaborations with parents of highly mobile families	x	x	x
L03	Establish/maintain timely record transfer system	x	x	x
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	x	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	x	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 756002136

Amendment number (for amendments only):

**Barrier: Lack of Support from Parents (cont.)**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	x	x
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	x	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	x	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	x	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	x	<input type="checkbox"/>
M08	Provide program materials/information in home language	x	x	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	x	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	x	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	x	x	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	x	x	x
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	x	x	x
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	x
M99	Other (specify)	<input type="checkbox"/>	x	<input type="checkbox"/>

**Barrier: Shortage of Qualified Personnel**

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	x	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	x	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	x	x
N04	Provide intern program for new personnel	<input type="checkbox"/>	x	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	x	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	x	x
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	x
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Knowledge Regarding Program Benefits**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	x	x
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	x	x

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**chedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 756002136

Amendment number (for amendments only):

**Barrier: Lack of Knowledge Regarding Program Benefits (cont.)**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	x	x	x
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	x

**Barrier: Lack of Transportation to Program Activities**

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	x	<input type="checkbox"/>	x
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	x
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	x
Q99	Other (specify)	x	x	<input type="checkbox"/>

**Barrier: Other Barriers**

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	align="center"> <input type="checkbox"/>	align="center"> <input type="checkbox"/>	align="center"> <input type="checkbox"/>
	Other strategy			
Z99	Other barrier	align="center"> <input type="checkbox"/>	align="center"> <input type="checkbox"/>	align="center"> <input type="checkbox"/>
	Other strategy			
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	Other strategy			
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	Other strategy			
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	Other strategy			
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	Other strategy			

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On this date:

Via telephone/fax/email (circle as appropriate)

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